

NORTHWEST ELEMENTARY

840 Green River Road
Gaffney, South Carolina 29341

GRADES PK-5 Elementary School

ENROLLMENT 450 Students

PRINCIPAL Cathy B. curry 864-487-1243

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 13 | 64 | 14 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Below Average | Yes |
| 2004 | Good | Unsatisfactory | Yes |

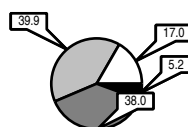
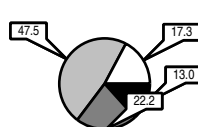
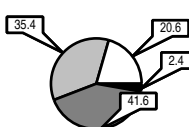
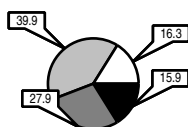
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 228 | 100.0 | 20.2 | 35.6 | 41.8 | 2.4 | 55.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 120 | 100.0 | 20.8 | 42.5 | 36.8 | 0.0 | 50.0 | | |
| Female | 108 | 100.0 | 19.6 | 28.4 | 47.1 | 4.9 | 60.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 200 | 100.0 | 18.8 | 33.3 | 45.2 | 2.7 | 59.7 | Yes | Yes |
| African-American | 19 | 100.0 | 29.4 | 64.7 | 5.9 | 0.0 | 11.8 | I/S | I/S |
| Asian/Pacific Islanders | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 194 | 100.0 | 14.0 | 38.8 | 44.4 | 2.8 | 59.6 | | |
| Disabled | 34 | 100.0 | 56.7 | 16.7 | 26.7 | 0.0 | 30.0 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 228 | 100.0 | 20.2 | 35.6 | 41.8 | 2.4 | 55.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 219 | 100.0 | 19.7 | 36.0 | 41.9 | 2.5 | 55.7 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 132 | 100.0 | 26.1 | 40.0 | 33.0 | 0.9 | 47.8 | Yes | Yes |
| Full-pay meals | 95 | 100.0 | 12.9 | 30.1 | 52.7 | 4.3 | 64.5 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 228 | 100.0 | 16.3 | 39.9 | 27.9 | 15.9 | 61.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 120 | 100.0 | 16.0 | 42.5 | 31.1 | 10.4 | 65.1 | | |
| Female | 108 | 100.0 | 16.7 | 37.3 | 24.5 | 21.6 | 56.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 200 | 100.0 | 15.1 | 37.1 | 30.1 | 17.7 | 63.4 | Yes | Yes |
| African-American | 19 | 100.0 | 23.5 | 64.7 | 11.8 | 0.0 | 35.3 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 194 | 100.0 | 9.6 | 41.6 | 30.9 | 18.0 | 67.4 | | |
| Disabled | 34 | 100.0 | 56.7 | 30.0 | 10.0 | 3.3 | 23.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 228 | 100.0 | 16.3 | 39.9 | 27.9 | 15.9 | 61.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 219 | 100.0 | 15.8 | 39.4 | 28.6 | 16.3 | 61.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 132 | 100.0 | 23.5 | 40.9 | 27.8 | 7.8 | 51.3 | Yes | Yes |
| Full-pay meals | 95 | 100.0 | 7.5 | 38.7 | 28.0 | 25.8 | 73.1 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 81 | 100.0 | 13.5 | 44.6 | 32.4 | 9.5 | 41.9 |
| | Grade 4 | 79 | 100.0 | 17.1 | 40.0 | 38.6 | 4.3 | 42.9 |
| | Grade 5 | 71 | 100.0 | 26.2 | 49.2 | 24.6 | N/A | 24.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 63 | 100.0 | 17.5 | 33.3 | 46.0 | 3.2 | 49.2 |
| | Grade 4 | 82 | 100.0 | 23.2 | 29.3 | 43.9 | 3.7 | 47.6 |
| | Grade 5 | 83 | 100.0 | 22.8 | 48.1 | 29.1 | N/A | 29.1 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 81 | 100.0 | 8.1 | 56.8 | 21.6 | 13.5 | 35.1 |
| | Grade 4 | 79 | 100.0 | 10.0 | 34.3 | 25.7 | 30.0 | 55.7 |
| | Grade 5 | 71 | 100.0 | 18.5 | 50.8 | 24.6 | 6.2 | 30.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 63 | 100.0 | 15.9 | 47.6 | 31.7 | 4.8 | 36.5 |
| | Grade 4 | 82 | 100.0 | 15.9 | 41.5 | 23.2 | 19.5 | 42.7 |
| | Grade 5 | 83 | 100.0 | 22.8 | 34.2 | 25.3 | 17.7 | 43.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 450) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 0.2% | No change | 2.8% | 2.7% |
| Attendance rate | 96.0% | Up from 95.8% | 96.5% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.4% | | 3.7% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.9% | | 3.0% | 3.5% |
| Eligible for gifted and talented | 22.7% | Down from 25.2% | 17.9% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 4.5% | Down from 5.6% | 8.3% | 8.2% |
| Older than usual for grade | 0.0% | Down from 0.2% | 0.9% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 69.0% | Up from 64.3% | 53.8% | 51.4% |
| Continuing contract teachers | 86.2% | Down from 92.9% | 90.9% | 87.5% |
| Highly qualified teachers** | 89.5% | N/A | 95.2% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 90.1% | Up from 86.7% | 89.1% | 86.7% |
| Teacher attendance rate | 93.7% | Down from 95.1% | 95.1% | 94.9% |
| Average teacher salary | \$41,836 | Down 0.1% | \$41,109 | \$40,760 |
| Prof. development days/teacher | 11.8 days | Down from 14.7 days | 11.5 days | 12.4 days |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.2 to 1 | Up from 19.7 to 1 | 20.0 to 1 | 18.9 to 1 |
| Prime instructional time | 88.3% | Down from 90.0% | 90.3% | 90.0% |
| Dollars spent per pupil* | \$5,368 | Up 0.1% | \$5,680 | \$6,044 |
| Percent of expenditures for teacher salaries* | 68.4% | Up from 66.1% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.6% | Up from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 100.0% | 92.0% |
| Highly qualified teachers in high poverty schools** | 93.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Northwest Elementary School, in conjunction with family and community, is to ensure all students gain skills necessary to achieve personal excellence and to become responsible citizens in a global society by providing challenging educational programs and experiences in a safe and nurturing environment. In other words, we envision a school in which students, teachers, parents, and community members believe in the POWER of learning.

ACCOMPLISHMENTS: When compared to the 2002-03 district and state PACT scores, our students scored as well or better in reading, math, and science, except in grade 5 science. Our fifth graders scored 56.3%; the state, 58.2%. Our Lunch Buddy Program continues to increase in number with community participation. Our Family Academic Nights were a big success with 80% parent participation. The Northwest School family raised over \$7300 dollars and 1423 canned goods in support of the needy through local and national organizations. This year we were able to publish our first edition of the "Northwest Sampler," a collection of creative writings by students.

PLANS: Higher level thinking skills will be used in all core subject areas. Additional materials and manipulatives will be purchased to supplement instruction. Through staff development, classroom observations, and modeling lessons, the literacy, math and science/social studies coaches will provide strategies for teachers to help all children. Our PTO will continue to supplement the educational programs with funds and support.

The School Improvement Council would like to thank all parents, community leaders, and friends of Northwest Elementary for your continued support and hard work. Let us continue to work together in helping all children be successful.

Shelia Wilkie, School Improvement Council, Chairperson
Cathy B. Curry, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 31 | 75 | 56 |
| Percent satisfied with learning environment | 100.0% | 96.0% | 92.7% |
| Percent satisfied with social and physical environment | 96.8% | 92.0% | 87.5% |
| Percent satisfied with home-school relations | 96.8% | 93.3% | 83.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.